

	Year 3	Year 4	Year 5	Year 6
Phonetics	A E I O U Z R RR L LL J	Ñ CH CA CE CI CO CU	GA GE GI GO GU B V CC QU	Revision of all sounds
Speaking 	- Learning to communicate with others using simple words and short phrases covered in the units taught. - Learn to ask and answer questions based on the language covered in the units. - Speak in sentences using familiar vocabulary, phrases and basic language structure. - Beginning to apply knowledge from the phonetics starter activities. - Identify and compare specific speech sounds. - Show an appreciation of stories and perform songs, poems and rhymes. - Engage in simple conversations with a partner, asking and answering questions, expressing opinions and responding to those of others. - Perform simple role play situations.	- Learning to communicate with others with improved confidence and accuracy. - Learn to ask and answer questions based on the language covered in the units and incorporating a negative reply if and when required. - Speak in sentences using familiar vocabulary, phrases and basic language structure. - Broaden spoken vocabulary by recalling, retaining and using vocabulary. - Increasingly applying knowledge from the phonetics starter activities when speaking to aid pronunciation. - Identify and compare specific speech sounds. - Show an appreciation of stories and perform songs, poems and rhymes. - Engage in conversations with a partner, asking and answering questions, expressing opinions and responding to those of others. - Perform simple role play situations. - Presenting confidently on personal details such as age, name and where I live.	- Communicate with others with increasing confidence and accuracy. - Ask and answer questions using familiar language, including a negative response when required. - Speak in sentences using familiar vocabulary, phrases and basic structures. - Broaden spoken vocabulary by recalling, retaining and using taught language. - Apply knowledge from phonics starter activities more consistently to improve pronunciation. - Identify and compare specific speech sounds. - Show appreciation of stories and perform songs, poems and rhymes. - Engage in conversations with a partner, asking and answering questions, expressing opinions and responding to others. - Perform short role plays and presentations on familiar topics. - Present confidently on personal details such as age, name and where I live.	- Communicate with greater fluency, accuracy and independence. - Ask and answer a wider range of questions, including negative replies, with improved confidence. - Speak for longer periods, using extended sentences with familiar vocabulary and phrases. - Continue to broaden and use a wider range of vocabulary from memory. - Apply phonics knowledge independently to ensure clear and accurate pronunciation, including more challenging sounds. - Show appreciation of stories, poems, rhymes and songs with more confident delivery. - Engage in sustained conversations, giving opinions and responding to others. - Perform longer role plays, presentations or dramatic sketches with increased accuracy and confidence. - Move beyond the first person singular to use the third person singular when talking about others. - Make more personalised responses, recalling and using language from memory more quickly and effectively.
Listening 	- Learning to listen to the foreign language and enjoying short stories, nursery rhymes and songs. - Starting to recognise and understand the meaning of familiar words and short phrases. - Learning to listen attentively and respond accordingly. - Use physical response to show recognition or understanding of specific words.	- Learning to listen more carefully to longer passages and understanding more of what we hear by picking out key words and phrases covered in the units taught. - Recognise and understand the meaning of familiar words and short phrases. - Listen with care and show understanding by joining in and responding accordingly.	- Listen more carefully to longer passages and identify key words and phrases. - Recognise and understand the meaning of familiar words and short phrases. - Listen with care and show understanding by joining in and responding appropriately. - Begin to understand short spoken texts, even when some language is unfamiliar, by using decoding skills.	- Listen attentively for longer periods and with greater focus. - Understand more complex phrases and sentences within spoken texts. - Apply decoding strategies more independently when language is unfamiliar. - Show deeper understanding of spoken passages by answering questions, following instructions or summarising meaning.
Reading 	- Learning to read familiar words and short phrases more accurately and confidently by applying knowledge from the phonetics starter activities. - Understanding the meaning of words and short phrases from the units covered. - Match words to pictures and themes	- Becoming more confident when reading familiar words and short phrases more by accurately applying knowledge from the phonetics starter activities. - Understanding the meaning of words and short phrases from the units covered.	- Becoming more confident when reading familiar words and short phrases more by accurately applying knowledge from the phonetics starter activities. - Read and understand the main points from a short written passage.	- Read aloud with accurate pronunciation, applying knowledge from phonics starter activities. - Decode unknown words using cognates and context. - Use bilingual dictionaries to support understanding.

	- Read aloud a familiar sentence, rhyme or poem - Read carefully and show understanding of simple words and phrases - Begin to make links between spoken and written words.	- Read aloud a familiar sentence, rhyme or poem. - Match words, phrases and short sentences to pictures and themes. - Make links between spoken and written words. - Read aloud words and sentences and pronounce them accurately, using knowledge from the phonetics starter activities. - Start to decode meaning of unknown words using cognates and context.	- Give true or false responses to statements about a passage. - Respond to simple retrieval questions. - Read descriptions of others to identify who they are. - Be confident when reading familiar words and short phrases. - Make clear links between spoken and written words.	- Tackle longer or less familiar texts with increasing confidence and independence. - Apply knowledge of phonics rules and accents to decode accurately.
Writing 	Writing familiar words and short phrases introduced in the unit from memory but also learning to use a model or word bank when unsure.	- Writing longer sentences as more units, vocabulary and grammar is covered. Starting to use connectives/conjunctions and the negative form where appropriate. - Beginning to recall core vocabulary more easily (numbers, colours, days of the week, months of the year etc.) and using it when appropriate.	- Write a short paragraph using familiar language, including basic conjunctions, negatives and adjectival agreement where required. - Manipulate language by substituting words for suitable alternatives. - Recall and use core vocabulary (e.g. numbers, colours, days, months) with increasing accuracy.	- Write longer sentences and short paragraphs more independently, including connectives, negatives and adjectival agreement. - Manipulate language confidently, substituting and adapting vocabulary and structures. - Recall core vocabulary quickly and apply it accurately in written work. - Use a wider range of structures to create more varied writing.
Grammar 	- Starting to understand when to use accents and special punctuation in Spanish, e.g. ¡Adiós! Or ¿Cómo te llamas? - Beginning to use the 1st and 3rd person present tense conjugation (affirmative) of high frequency verbs, e.g. ‘tener’, ‘llamarse’, ‘estar’, ‘hacer’, ‘poder’, ‘gustar’ etc. - Recognising and responding appropriately to imperative form (vosotros) of common verbs in classroom instructions, e.g. ‘Escuchad’. - Understanding that some words in Spanish do not need a capital letter, e.g. days of the week and months. - Starting to understand the concept of gendered nouns in Spanish, the use of the appropriate article and that adjectives must agree with the gender of the noun.	- Continue to understand basic grammar appropriate to the language being studied. - Understanding better the concept of gender and which articles to use for meaning (e.g. ‘the’, ‘a’ or ‘some’). - Starting to use simple adjectival agreement. - Understanding better and using the 1st and 3rd person present tense conjugation (both affirmative and negative) of high frequency verbs, e.g. ‘tener’, ‘llamarse’, ‘estar’, ‘hacer’, ‘poder’, ‘gustar’ etc. - Understanding better the importance of using accents and special punctuation in Spanish, e.g. ¡Adiós! Or ¿Cómo te llamas? - Starting to use connectives and conjunctions to expand sentences.	- Understand gendered nouns and use appropriate articles. - Begin to use simple adjectival agreement. - Use first and third person present tense conjugations (affirmative and negative) of high-frequency verbs. - Apply accents and punctuation mostly correctly in written work. - Use simple connectives and conjunctions to expand sentences.	- Use definite and indefinite articles with greater accuracy. - Recognise and apply key patterns in Spanish such as noun–adjective order and subject–verb inversion in questions. - Improve understanding and use of gender, articles, adjectival agreement and simple verb conjugations. - Use accents and punctuation more consistently and accurately. - Become more confident in using connectives and conjunctions to expand both written and spoken sentences. - Begin to use the simple past and future tense of high-frequency verbs in the first person.
Intercultural Understanding 	- Locating Spain and some of its major cities and islands on a map. - Locating other Spanish-speaking countries on a map. - Comparing Christmas in Spain with the UK/our own traditions. - Comparing Easter in Spain with the UK/our own traditions.	- Locating Spanish-speaking countries on a map and understanding that although Spanish is spoken there, accents and dialects vary as well as culture and customs. - Researching a Spanish-speaking country, looking at similarities, differences, landmarks and customs.	- Locate Spanish-speaking countries on a map and understand that accents, dialects and customs vary. - Research a Spanish-speaking country, identifying similarities, differences, landmarks and customs. - Compare Christmas and Easter traditions in Spain with those in the UK/our own traditions.	- Locate and compare Spanish-speaking countries with greater independence, recognising linguistic and cultural variety. - Research a Spanish-speaking country in more depth, exploring landmarks, customs and lifestyle.

		- Learning about Spanish festivals (e.g. Feria de Sevilla, La Tomatina, Las Fallas, Carnival, San Fermin etc.) - Comparing school life in Costa Rica and the UK. - Learning about and appreciating music and dance from Spanish-speaking countries. - Learning about and appreciating food from Spain and other Spanish-speaking countries.	- Comparing Christmas in Spain with the UK/our own traditions. - Comparing Easter in Spain with the UK/our own traditions. - Learning about Spanish festivals (e.g. Feria de Sevilla, La Tomatina, Las Fallas, Carnival, San Fermin etc.) - Learning about and appreciating music and dance from Spanish-speaking countries. - Comparing our lives to that of a child of a similar age in another Spanish-speaking country. - Learning about and appreciating food from Spain and other Spanish-speaking countries.	- Learn about and appreciate Spanish festivals (e.g. La Tomatina, Las Fallas, Carnival, San Fermín). - Learn about and appreciate food, music and dance from Spain and other Spanish-speaking countries.	- Compare the life of a child of a similar age in another Spanish-speaking country with life in the UK. - Broaden cultural knowledge by learning about additional festivals, food, music and dance traditions.
Topics 	Aut 1	Introductions and greetings (C)	Recap core grammar, vocabulary and phonics from Y3 (C)	Recap core grammar, vocabulary and phonics from Y3 & Y4 (C)	Recap core grammar, vocabulary and phonics from Y3, Y4 & Y5 (C)
	Aut 2	Days of the week/Months/Seasons/Weather (E)	My Family (E)	My Pets (E)	Animals (I)
	Spring 1	Clothes and weather (E)	My Home (E)	Around school and daily routines (I)	Habitats (P)
	Spring 2	Hobbies and sports (E)	My Classroom (E)	Health and wellbeing (I)	At the Doctors (P)
	Sum 1	Parts of the face (E)	Food and Shopping (E)	Around Town (I)	Around Town (Part 2) (P)
	Sum 2	Parts of the body (E)	Hobbies and Sports (Part 2) (I)	Clothes and Fashion (I)	Review and Storytelling/Drama (P)
(C) Core Vocabulary Unit (E) Early Language Unit (I) Intermediate Language Unit (P) Progressive Language Unit					
Me, My Family & Friends		School Life & Daily Routines	The World Around Us	Hobbies & Interests	Culture, Food & History